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AUTHOR Dinges, Rodney F.
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ABSTRACT

The purpose of this study was to determine whether or not adult prison inmates reading below the third-grade level can significantly increase their reading level by the use of a tutor-student teaching method, supplemented by the use of flashcards. The subjects in this study were 10 functionally illiterate adult prison inmates, selected on a voluntary basis. They were pre- and posttested and were tutored on an individualized basis for 50 one-hour sessions by six inmates and the investigator. Following analyses of the data, three hypotheses were accepted: adult prison inmates reading below the third-grade level will increase their reading level by use of a tutor-student (one-to-one) teaching method; adult prison inmates will show reading improvement through the use of the tutor-student system after 50 one-hour lessons; and adult prison inmates will, after completion of the tutor-student system, further increase their reading level through the use of flashcards. Further study of positive attitudinal changes which occur while using an individualized teaching method is recommended. (LL)

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Correctional Educators Monograph Series, No. 1

THE EFFECTIVENESS OF A TUTOR-STUDENT METHOD OF TEACHING READING TO FUNCTIONALLY ILLITERATE INMATES AT THE ILLINOIS STATE PENITENTIARY

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A MONOGRAPH SERIES FOR CORRECTIONAL EDUCATORS

NO. I

THE EFFECTIVENESS OF A TUTOR-STUDENT (ONE-TO-ONE) METHOD OF TEACHING READING TO FUNCTIONALLY ILLITERATE INMATES AT THE ILLINOIS STATE PENITENTIARY, MENARD BRANCH, MENARD, ILLINOIS

BY

RODNEY F. DINGES

THE CLEARINGHOUSE FOR OFFENDER LITERACY PROGRAMS

SPONSORED BY

AMERICAN BAR ASSOCIATION COMMISSION ON CORRECTIONAL FACILITIES AND SERVICES

AMERICAN CORRECTIONAL ASSOCIATION

NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION

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Introduction

This reprint initiates a new publication series from the Clearinghouse for Offender Literacy Programs — monographs on significant studies and research in literacy training with institutionalized or community supervised offenders. Finding that the available body of research of this kind is severely limited and not readily accessible, the Clearinghouse has deemed it important to supplement its operational program profiles and its planning, testing, and reading program manuals with the better research in reading improvement techniques applicable to offender populations.

The study reported in this monograph, written by Rodney F. Dinges in 1972 as part of the requirement for a graduate degree, is presently a Reading Specialist in Adult and Continuing Education in the Illinois State Dept. of Education, documents the improvement of reading potential inherent in the technique of tutoring. As reported by the author, significant reading gain resulted with the use of a modified tutoring approach under controlled experimental conditions. Though the sample size was modest (initially 25 diminishing to 10), the benefits could be realized by larger numbers if comparable programs were utilized on a larger scale.

Manpower in the correctional education area is limited. Class size per se, will not decrease appreciably unless large sums of money become available. Thus, alternatives must be sought. One such alternative is tutoring. Utilization of auxiliary personnel or other inmates who can and are willing to assume the tutor role brings additional learning power to bear on a situation which is often not capable of being otherwise changed. This minimizes the need for additional teaching personnel and, in fact, modifies the professional role from that of teacher to that of trainer and supervisor. No panacea, tutoring is nevertheless increasingly being recognized as a viable approach to utilize with selected learners, (e.g., those who have some motivation to learn to read, but have failed under different circumstances) under reasonable conditions such as regularized meetings with a trained tutor who has learning materials. Significantly, the technique can be employed with very little increase in budget.

The Clearinghouse for Offender Literacy Programs is dedicated to the dissemination of information which will enhance the effectiveness of reading programs utilized with functionally illiterate inmates at both juvenile and adult levels. In the same vein, its information seeks to increase the capabilities of correctional educators charged with the difficult task of creating conditions which will motivate the inmate population to increase their chances in "straight" society by learning how to read.

Additional tutoring approaches have been reported by the Clearinghouse in workshops held throughout the nation. They are the Mott Semi-Programmed Language Series Tutoring Program and the Job Corps Reading Tutoring Programs. Information concerning either can be obtained by contacting the Clearinghouse for Offender Literacy Programs, 1705 DeSales Street, N.W., Washington, D.C. 20036 or by calling 202/223-5686. The Clearinghouse welcomes and invites the submission of manuscripts or article references for inclusion in this research monograph series.

John E. Helfrich, Director 1973-74
Clearinghouse for Offender Literacy
Programs

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CHAPTER I

NATURE, SCOPE, SIGNIFICANCE OF THE PROBLEM

Statement of the Problem

The purpose of this investigation was to determine whether or not adult prison inmates reading below the third grade can significantly increase their reading level by the use of a tutor-student (one-to-one) teaching method.

Specifically, the study sought to answer the following questions:

1. Will basic reading problems among adult prison inmates be aided by the use of a tutor-student (one-to-one) teaching method?
2. Will adult prison inmates significantly increase their reading level, if they are reading below the third-grade level, by the use of a one-to-one teaching method in fifty hours of instruction?
3. After the completion of fifty hours of instruction, will the use of flash cards further improve the reading level of the adult prison inmate?

Significance of the Problem

Having worked in a penitentiary as a reading teacher for two years brought the investigator into close contact with the critical problem of reading difficulties among adult prison inmates. The significance of the problem of finding an effective approach to teaching reading in a prison environment must relate directly to our society's

recent liberal attitude toward rehabilitation of convicted felons. Therefore, the focal point of any rehabilitation program must be its educational system, with special emphasis placed on adult basic education. If these men are to be given a chance to return to society, they must make that return with as much educational and vocational ammunition (if they can read) as their respective correctional institution can muster.

It has been statistically shown that the rate of recidivism is very closely related to the amount of preparation the inmate has had for his return to society. If he is supplied with the basic educational background and useable vocational training he requires, his chances of returning to prison are lessened.

The concepts of prison reform and rehabilitation have been discussed and debated since Julius Caesar's reign in Rome.[1] Consequently, it seems that it is time we began investigating some real pragmatic educational methods which are conducive to prison education resulting in rehabilitation.

Finally, the benefit that the prisoners in our penitentiaries will receive from good effective teaching methods are the following: (1) Attitudinal changes will hopefully take place; (2) educational acumen will be enhanced; (3) basic educational skills will be acquired; (4) most signi-

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[1]William McAllen Green, "The Ancient Debate on Capital Punishment," in Capital Punishment, ed. by Thorsten Sellin (New York: Harper and Row, 1967), p. 46.

ficantly, they will be better prepared to rejoin society as contributing citizens.

Theoretical Framework

The theoretical framework of this study is based primarily on the following reading approaches: The language experience approach, the linguistic approach, and the analytic phonics approach.

The language experience approach is concerned with the language and experience of the non-reader and tries to relate the non-reader's own experiences and his own language to the reading instruction given. The student decides what the reading matter will be.[1]

The linguistic concept is somewhat related to the language experience approach in that both place emphasis on acquisition of reading skill at the expense of grammatical correctness.[2]

The analytic phonics approach consists of a deductive system of word analysis as opposed to the synthetic or inductive method of phonic analysis.[3]

Finally, an individualized method of teaching is

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[1]Mary Anne Hall, "Linguistically Speaking Why Language Experience?" The Reading Teacher, (Jan., 1972), p.328.

[2]Grace M. Fernald, Remedial Reading Techniques in Basic School Subjects (New York: McGraw-Hill Book Company, Inc., 1943), p. 113.

[3]John E. George, Tutor-Student System (Kansas City, Mo.: National Tutoring Institue, Inc., 1971), (unpaged).

essential to the foregoing theoretical approaches.[1]

Hypotheses

It was hypothesized that:

1. Adult prison inmates reading below the third-grade level will significantly increase their reading level by the use of a tutor-student (one-to-one) teaching method.

2. Adult prison inmates will show significant reading improvement through the use of the tutor-student system after fifty, one-hour lessons.

3. Adult prison inmates will, after completion of the tutor-student system, further increase their reading level through the use of flash cards.

Delimitations

The delimitations of this project are as follows:

1. The I.Q. scores of the subjects in the sample were not available to the researcher because of security rules at the prison and lack of communication between the department of education and the psychology department at the prison.

2. It was difficult for the investigator to get the participants in the study to meet with their respective tutors on a regular daily basis. The reasons for this delimitation were myriad scheduling conflicts of the inmates in a prison situation.

3. The time factor involved, which is related to Number Two above, was a problem in that it sometimes took four months to complete the fifty lessons in the tutor-student program.

4. Also, this study was limited to those ten male inmate students of below third-grade reading skills at Menard State Penitentiary, Menard, Illinois, in the school year 1971-1972, who, as a result of pretest scores on the vocabulary section of the

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[1] Sam Duker, Individualized Reading (New Jersey: The Scarecrow Press, 1968), p. 166.

Wide Range Achievement Test[1] and Gray Oral Reading Test[2] exhibited a need for intensive reading instruction.

5. Finally, the ten inmate students used in this study were the remains of twenty-five who had begun the program. For reasons of parole and arbitrary transfer of assignment, the other fifteen men in the study were unable to complete the reading instruction program.

Basic Assumption

The basic assumption which relates specifically to this study is that some area of formal education, be it adult basic education, secondary education or vocational education, is an integral and necessary segment of the rehabilitation process.

Definition of Terms

For the sake of clear interpretation, the following terms require special definition; other terms in the study carry their usual connotation:

Adult Basic Education: The level of adult education from first through eighth grade.[3]

Functional Illiterate: An adult whose academic level

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[1]The Seventh Mental Measurements Yearbook, Volume I, ed. by Oscar Krisen Buros (New Jersey: The Gryphon Press, 1972), p. 36.

[2]The Sixth Mental Measurements Yearbook, Volume I, ed. by Oscar Krisen Buros (New Jersey: The Gryphon Press, 1965), p. 842.

[3]Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill, 1959), p. 47.

is below the fifth grade.[1]

Recidivism: A return to criminal acts of behavior after attempts at cure or reformation.[2]

Significant Increase: Implies at least a 1.0 grade level increase on the vocabulary section of the Wide Range Achievement Test, and at least a 1.5 grade level increase on the Gray Oral Reading Test after fifty hours of tutor-student instruction.

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[1]Ibid., p. 279.

[2]Ibid., p. 448.

CHAPTER II

REVIEW OF RELATED RESEARCH

A study was conducted in 1966 by James Herman Sollie, University of Alabama, concerning the teaching of reading to functionally illiterate adult prison inmates, using the Initial Teaching Alphabet. A summary and results follow: The students were pre- and post-tested using the Gates Primary Reading Test to determine their grade placement. They were instructed for twenty weeks or ninety hours of instruction, using the Initial Teaching Alphabet and the Early to Read i/t/a Program. The average age of the subjects was 40. The average I.Q. was 77. The mean gain in reading grade level was .76. This gain was considered significant beyond the .001 level of confidence.

The data supported the use of the Initial Teaching Alphabet as a suitable medium for teaching functionally illiterate adult prison inmates to read.[1]

Robert L. Henney reported a study designed to determine the increase of improvement in reading ability after reading instruction by a phonic method, and whether students

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[1]James Herman Sollie, "Teaching Reading to Functionally Illiterate Adult Prison Inmates Using the Initial Teaching Alphabet," (unpublished Ph. D. dissertation, University of Alabama, 1966) in Dissertation Abstracts, Vol. XXVII, p. 1645B.

taught as individuals or in groups would differ in reading gains.[1] The subjects were adult inmates at a state prison and were assigned to three groups. The first group used a phonics method one hour per day for twenty hours in a group situation. Group two received the same kind of instruction on an individual basis. The control group attended regular elementary classes at the institutional school. The test instrument used for pre- and post-testing was the Gray Oral Reading Test; other difficulties were tested by Gates-McKillop Reading Diagnostic Tests.[2] The conclusions were as follows:

> 1. Age, I.Q., and beginning reading level do not affect the progress and rate of improvement in reading performance of functionally illiterate adults. 2. The family phonics system is an effective tool for improving the reading ability of functionally illiterate adults. 3. The system is as effective in a group situation as in an individual teaching situation.[3]

An extensive and widely quoted study of Adult Basic Education materials was conducted by Greenleigh and associates.[4] The purpose of the study was to evaluate the

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[1]Robert L. Henrey, "Reading Instruction by a Phonic Method for Functionally Illiterate Adults at the Indiana Reformatory," in Adult Basic Education: The State of the Art, ed. by William S. Griffith and Ann P. Hayes (U.S. Govt. Printing Office, Washington, D.C.), p. 114.

[2]Ibid., p. 126.

[3]Ibid., p. 114.

[4]Greenleigh Associates, "Field Test and Evaluation of Selected Adult Basic Education Systems," in Adult Basic Education: The State of the Art, ed. by William S. Griffith and Ann P. Hayes (U.S. Govt. Printing Office, Washington, D.C.), pp. 115-116.

effectiveness of four popular, commercial systems for teaching reading to adults eighteen years of age or older with reading abilities below the fifth grade in achievement. The four techniques were as follows: "(1) Learning to Read and Spell, (2) Reading in High Gear, (3) Mott Basic Language Skills Program, and (4) Systems for Success."[1] The teachers selected were from different backgrounds; that is, trained teachers, college graduates, and high-school graduates. Each teacher was given instructions by representatives of the materials being used. The test was conducted in three states: New York, California, and New Jersey. Classes met five hours per day, five days a week for seventeen weeks. Tests used were the Iowa Tests of Basic Skills and the Gray Oral Reading Test.[2] Almost all of the students made some gains in reading; there were no significant differences in gains, regardless of the system used.

The certified teachers using the commercial systems did not produce significantly greater gains than the other teachers. In addition, the students were almost unanimous in their appreciation of their instructors. The majority expressed appreciation for the opportunity to learn basic reading skills.[3]

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[1] Ibid., p. 126.

[2] Ibid.

[3] Greenleigh Associates, "Field Test and Evaluation of Selected Adult Basic Education Systems," in Adult Basic Education: The State of the Art, ed. by William S. Griffith and Ann P. Hayes (U.S. Govt. Printing Office, Washington, D. C.), p. 116.

The investigator feels that Sollie's study concerning the effectiveness of the Initial Teaching Alphabet in teaching functionally illiterate adult prison inmates to read was significantly relevant to this study in that both groups of subjects were functionally illiterate and incarcerated in a prison environment.

Furthermore, Robert Henney's study was significant in that it also dealt with adult prison inmates, and more importantly concluded that age and I.Q. do not effect the progress and rate of improvement in the reading performance of functionally illiterate inmates.

CHAPTER III

METHODS AND PROCEDURES

Size and Nature of Sample

The size of the sample was initially twenty-five inmates; however, the total tested sample diminished to ten, and these ten completed the program. The inmates were selected on the basis of their inability to read above the third-grade reading level as evidenced by their scores on the vocabulary section of the Wide Range Achievement Test and the Gray Oral Reading Test. The type of crime for which they were imprisoned had no bearing on their selection. The selectees were interviewed by the investigator as to their willingness to participate in the program. Furthermore, it was made precisely clear during the interview that the inmate was entering voluntarily and was under no obligation to complete the program.

The independent variable, the tutor-student approach, was organized around ten inmate students and seven tutors. The tutors consisted of six inmates plus the investigator. A classroom of adequate size was selected, and seven tables $2\frac{1}{2}$' x 4' plus fourteen straight-back chairs were placed in the room. There were two chairs placed in front of each of the seven tables providing seating space for one tutor and one student at each table.

The inmates ranged in age from twenty years to forty-three years with the median age being twenty-seven.

Description of Instruments

The instruments used were The Tutor-Student System[1], the vocabulary section of the Wide Range Achievement Test (WRAT)[2], and the Gray Oral Reading Test (GOR).[3]

The tutor-student system is an individualized approach to teaching non-readers to read which embodies the language experience approach,[4] the linguistics approach,[5] and the analytical phonics approach.[6] It was developed by John E. George and has been used extensively in the Kansas City, Missouri, area.

The vocabulary section of WRAT is a widely recognized vocabulary testing instrument.[7] It provides vocabulary words ranging in difficulty from below first-grade reading level to college level. The scoring method consists of the tester allowing the testee to read the words on the test until he misses seven words in succession, whereupon the tester subtracts

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[1]John E. George, Tutor-Student System (Kansas City, Missouri: Nat'l. Tutoring Inst., Inc., 1971).

[2]Mental Measurements Yearbook, Vol. I, p. 36.

[3]Ibid., p. 842.

[4]Hall, "Language Experience," p. 328.

[5]Fernald, Remedial Techniques, p. 113.

[6]George, Tutor-Student System, (unpaged).

[7]Mental Measurements Yearbook, Vol I, p. 36.

the incorrects from the corrects, points off one place, and establishes a vocabulary grade level. The reliability is about one grade level above and below the score obtained.

GOR is a reading test only; it does not measure vocabulary levels. The test consists of paragraphs of graduated difficulty beginning at the first-grade level and terminating at about the twelfth-grade level. A quick determination of grade level is made by allowing the testee to read aloud each paragraph until he or she makes three reading mistakes. The paragraph in which he makes these three reading errors is his reading level. This test is supposedly accurate within a grade level below or above that achieved on the instrument.[1]

Collection of Data

The data were collected over a period covering approximately five months, by the investigator, who maintained close supervision over the entire tutor-student process, especially seeing that each lesson lasted for one hour -- no longer, no shorter.

The completion of the fifty one-hour lessons was achieved on a disrupted scheduling basis; that is, if the student did not make an appearance for his scheduled lesson, the lesson was postponed until the next day. The ideal schedule was five one-hour lessons per week; however, this was rarely accomplished. An average of three hours of instruction

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[1] Mental Measurement Yearbook, Vol I, p. 36.

per week was the general rule.

In addition, a chart was drawn with the name of each inmate-student along with the name of the inmate-tutor assigned to that student placed thereon. A space for checking (✓) completion or lack of completion for each day's lesson was also provided on the chart. It was the tutor or student's responsibility to see that the lesson was charted for each tutor-student session.

The entire sample was pre- and post-tested. The students began their tutoring almost immediately after the pretesting and they were post-tested immediately upon completion of the fifty one-hour lessons.

Statistical Methods of Analysis

The investigator attempted to measure and analyze -- through data that was gathered -- the time factor involved, the grade level advancement, and the individualized or one-to-one teaching technique.

The primary method of analysis was a measure of central tendency -- the median. The study focused on the group grade level increase of reading ability, which was measured by computing the median score of the ten students in the sample.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

As has been previously stated, there were ten participants in the study. The median age of the participants was twenty-seven. Moreover, an examination of the net grade level improvement as it related to the age of the inmate reveals several significant generalizations.

It can be seen in Table 1, page 16, that subject number one, column six, had a grade level increase of 1.4 on the WRAT and a 2.4 increase on the GOR test. Subject number one made the largest reading level improvement of the older group. Conversely, subject number ten, who was twenty years of age, made 1.2 and 2.6 net grade level increases on the WRAT and GOR respectively; this was the largest increase of the younger group. Consequently, it can be generalized that there seems to be no correlation between age and the effectiveness of the tutor-student system of teaching non-readers to read.

The teaching time factor involved in this study was fifty one-hour lessons with a one-to-one teaching situation existing at all times. However, as Table 1, page 16, reveals, the amount of actual total time taken to complete the fifty lessons varied somewhat from student to student. The question then arises: Did this total time factor effect the net grade level increase even though all students completed their fifty

TABLE 1

EFFECTS OF THE TUTOR-STUDENT SYSTEM AFTER FIFTY ONE-HOUR LESSONS ON THE READING GRADE LEVELS OF TEN SELECTED INMATE STUDENTS

Student	(1) Pretest		(2) Pretest Date	(3) Post-Test		(4) Post-Test Date	(5) Net Grade Level Improvement		(6) Time in Hrs.	Age
	WRAT	GOR		WRAT	GOR		WRAT	GOR		
1	1.9	0.5	11-5-71	3.3	2.9	3-20-72	1.4	2.4	50	39
2	1.5	0.3	10-11-71	2.1	1.4	1-17-72	0.6	1.1	50	30
3	1.8	0.5	10-18-71	2.5	1.6	3-21-72	0.7	1.1	50	27
4	2.3	1.4	11-23-71	3.6	3.9	2-23-72	1.5	2.2	50	32
5	1.4	0.2	1-14-72	2.5	1.5	4-19-72	1.1	1.3	50	22
6	1.6	0.3	12-15-72	3.2	3.2	3-28-72	1.6	2.9	50	26
7	2.2	1.6	11-24-71	2.8	3.1	2-24-72	0.6	1.5	50	43
8	2.0	1.4	10-27-71	3.3	3.1	3-21-72	1.3	1.7	50	26
9	1.6	0.8	11-21-71	2.4	2.0	2-18-72	0.8	1.2	50	21
10	2.0	0.6	11-23-71	3.2	2.8	3-1-72	1.2	2.6	50	20
Median Net Increase after Tutor-Student System							1.2	1.8		

hours of instruction? A comparison of student number 3 and student number 4 shows that even though number 3 took a total of five months (from 10-18-71 to 3-21-72) to complete his fifty lessons, his net grade increase was 0.7 and 1.1 as shown in column 6. Whereas student number 4 took only three months (from 11-23-71 to 2-23-72) to complete the fifty lessons, his net grade level increase in column 6 was 1.5 and 2.2, a considerably larger increase than student number 3.

A further examination of Table 1 reveals that the median net grade level increase on the WRAT vocabulary section was 1.2 after fifty one-hour lessons, and the median net grade level increase on the GOR was 1.6.

The column 6 figures in Table 1 were derived by subtracting the pretest scores in column 1 from the post-test scores in column 3.

Table 2, on page 18, reveals data gathered after completion of the use of the flash-cards which were made from the words introduced in the tutor-student lessons. The investigator found that after completion of the tutor-student lessons, some students were not able to identify quickly the vocabulary words gone over in the tutor-student lessons. Therefore, the researcher had all of the vocabulary words which were introduced in the tutor-student lessons placed on flash-cards. Each tutor then flashed these same words to the student until the student attained quick recognition of this vocabulary. After the flash-card lessons were completed, the students were again post-tested. The results

TABLE 2

EFFECTS OF THE USE OF FLASH-CARDS AS A SUPPLEMENTARY TECHNIQUE TO THE TUTOR-STUDENT SYSTEM, AND THE RESULTING READING LEVEL INCREASES

	(1)	(2)	(3)	(4)		(5)	(6)	(7)
Student	Post-Test after completion of Tutor-Student Lessons		Post-Test Date	Post-Test after Flash Cards		Post-Test Date	Net Grade Level Increase	Time in Hrs.
	WRAT	GOR		WRAT	GOR			
1	3.3	2.9	3-20-72	4.0	4.0	4-27-72	0.7-1.1	10
2	2.1	1.4	1-17-72	3.1	2.3	3-10-72	1.0-0.9	39
3	2.5	1.6	3-21-72	2.8	2.9	4-28-72	0.3-1.3	11
4	3.6	3.9	2-23-72	4.0	4.5	4-25-72	0.4-0.6	25
5	2.5	1.5	4-19-72	3.0	2.2	5-18-72	0.5-0.7	21
6	3.2	3.2	3-28-72	3.9	4.0	4-30-72	0.7-0.8	20
7	2.8	3.1	2-24-72	3.4	4.0	4-10-72	0.6-0.9	25
8	3.3	3.1	3-21-72	3.8	3.9	5-3-72	0.5-0.8	27
9	2.4	2.0	2-10-72	3.5	3.0	4-11-72	1.1-1.0	30
10	3.2	2.8	3-1-72	5.1	4.0	4-26-72	1.9-1.2	27
Median Increase after Flash Cards and Hours Spent							0.7-0.9	25

can be seen in Table 2.

The subjects' average median increase after flash-cards was 0.7 on their vocabulary and 0.9 on their oral reading. Column 7 indicates the time, in hours taught, which elapsed before mastery of the flash-cards occurred. It can be seen that there was no pre-set number of teaching hours for this technique. However, the median number of hours spent with the flash-cards was twenty-five. Consequently, even though the median increase was less after the use of flash-cards than after the tutor-student lessons, the flash-card lessons were completed in approximately one-half the time (25 hours vs. 50 hours). Although the use of flash-cards after the tutor-student system did not significantly raise the median net grade level increase, it did aid the student in obtaining quicker recognition of vocabulary introduced initially in the tutor-student lessons.

Finally, Table 3, page 20, summarizes the total study after completion of the tutor-student system and the flash-card lessons. Column 5 shows the total grade level increase of each student and also shows the median net grade level increase at the bottom of the column. A summation of this table is as follows: Student number 10 shows a significant increase of 3.1 and 3.4, indicating one extreme, and student number 3 shows an increase of 1.0 and 2.4, indicating the other extreme. Therefore, to get the total picture the reader must look to the bottom of column 5 to see that the median increase for the group for the entire study was a 1.8 vocabulary

TABLE 3

EFFECTS OF THE TUTOR-STUDENT SYSTEM AND FLASH-CARD TECHNIQUE ON THE TOTAL READING GRADE LEVEL INCREASE OF TEN SELECTED INMATE STUDENTS

	(1)		(2)	(3)		(4)	(5)		(6)
Student	Pretest (before Tutor-Student System)		Pretest Date	Post-Test (after Completion of Tutor-Student System and Flash Cards)		Post-Test Date	Net Grade Level Inc.		Total Hours of Inst.
	WRAT	GOR		WRAT	GOR		WRAT	GOR	
1	1.9	0.5	11-5-71	4.0	4.0	4-27-72	2.1	3.5	60
2	1.5	0.3	10-11-71	3.1	2.3	3-20-72	1.6	2.0	89
3	1.8	0.5	10-18-71	2.8	2.9	4-28-72	1.0	2.4	61
4	2.3	1.4	11-23-71	4.0	4.5	4-25-72	1.7	3.1	75
5	1.4	0.2	1-14-72	3.0	2.2	5-18-72	1.6	2.0	71
6	1.6	0.3	12-15-71	3.9	4.0	4-30-72	2.3	3.7	70
7	2.2	1.6	11-24-71	3.4	4.0	4-10-72	1.2	2.4	75
8	2.0	1.4	10-27-71	3.8	3.9	5-3-72	1.8	2.5	77
9	1.6	0.8	11-21-71	3.5	3.0	4-11-72	1.9	2.2	80
10	2.0	0.6	11-23-71	5.1	4.0	4-26-72	3.1	3.4	77
						Total Median Increase -	1.8	2.5	
						Total Median Number of Hours Taught -			75

increas , and a 2.5 oral reading increase, accomplished in a median time period of 75 hours.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study has been to determine whether or not adult prison inmates reading below the third-grade level can significantly increase their reading level by the use of a tutor-student teaching method, supplemented by a flash-card technique.

The significance of this problem is embodied in society's supposed liberalization reflected by the attempted rehabilitation of convicted felons; consequently, since most correctional administrators, criminologists, and teachers feel that education is the focal point of any rehabilitative program, the seeds for this type of study are planted.

Again, the subjects in this study were ten functionally illiterate adult prison inmates who were selected on a voluntary basis. They were pre- and post-tested, and were tutored on an individualized basis by six inmates and the investigator. The testing instruments used were the vocabulary section of the Wide Range Achievement Test and the Gray Oral Reading Test.

The tutor-student system was the method utilized in this study and the investigator supplemented this system with a flash-card technique. The procedures followed were to schedule each inmate-student with an inmate-tutor for one hour of

one-to-one individualized tutorial instruction, if possible; a tutor-student classroom was made available with a table and two chairs for each tutor-student team; a chart for daily record keeping of lessons completed or not completed was made by the inmate tutors; it was the tutor-inmate teams' responsibility to keep their daily meetings registered on the chart; finally, the investigator kept close watch over the time spent in each lesson, making sure that one hour was spent for each tutor-student session.

Conclusions

It was hypothesized that:

1. Adult prison inmates reading below the third-grade level will increase their reading level by use of a tutor-student (one-to-one) teaching method.

The data show that there was a median net grade level increase of 1.2 on the vocabulary post-test results, and a 1.8 median net grade level increase on the oral reading post-test results. This represents a significant increase of reading improvement for prison inmates who read below the third-grade level. Consequently, hypothesis number one is accepted as valid.

2. Adult prison inmates will show reading improvement through the use of the tutor-student system after fifty, one-hour lessons.

The data from table 1 clearly show a substantial increase in net grade level improvement based on the median score of the ten students in the study. All ten students were subjected to the fifty one-hour lessons. The 1.2

vocabulary and 1.8 oral reading post-test net increase scores clearly justify the acceptance of hypothesis number two.

3. Adult prison inmates will, after completion of the tutor-student system, further increase their reading level through use of flash-cards.

A thorough examination of the data from table 2 shows that after a median of twenty-five additional hours of individualized instruction with flash-cards, the median grade level increase was 0.7 for the vocabulary and 0.9 for the oral reading. Therefore, hypothesis number three having been subjected to a thorough test and analysis of the data, is accepted by the investigator as valid.

Recommendations

The acceptance of the three foregoing hypotheses, after analysis of the data gathered, vividly indicates the relevance and need for a tutor-student (one-to-one) teaching method in the instruction of adult prison inmates who read below the third-grade level. The expense of initiating a tutor-student system is comparatively small and would benefit any adult learning center or prison adult basic education program. However, the investigator also feels that no one teaching method can act as a panacea when teaching adult literary skills. An eclectic approach to adult basic education instruction is the most realistic.

The researcher recommends for further study the investigation of positive attitudinal changes which occur while using an individualized or one-to-one teaching method. The investigator could see some positive attitudinal changes

taking place during the tutor-student sessions on the part of the inmate-tutor as well as the inmate-student; unfortunately, the researcher was unable to chart statistically or test the changes even though they were taking place. Perhaps the real significance of the one-to-one teaching concept lies in the resulting attitudinal ramifications of the method.

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Activated in August 1973, this project focuses on developing literacy programs and improved basic education technology to help reduce the high functional illiteracy rate among adult and juvenile offenders. Its premise is that basic reading and literacy skills are essential for enabling offenders to cope with modern society and achieve a lasting rehabilitative adjustment. Conducted as a joint effort with the American Correctional Association and the National Association for Public Continuing and Adult Education, the Clearinghouse was supported by a grant from the U.S. Office of Education awarded through the Maryland State Department of Education, during 1973-74. Presently the Clearinghouse is supported through an LEAA grant sponsored by the National Institute of Corrections.

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